

Physical Development and Health

- *Fine (Small) Motor Skills*
- *Gross (Large) Motor Skills*
- *Health Status and Practices*
- *Nutrition*

DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.

Fine (Small) Motor Skills

Widely Held Expectations

- Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination
 - Uses eye-hand coordination to perform a variety of tasks
 - * put the caps on the markers firmly 9/26/06
 - * dishes up fruit from serving dish to her bowl without spilling 9/26/06
 - * carefully removes puzzle pieces and places them next to puzzle. One by one she returns puzzle pieces to puzzle frame turning them precisely to fit. 10/3/06
 - * opens the outer caps on the easel paints and places paint brushes in the appropriate slots 10/3/06
 - Develops fine (small) motor skills through participation in activities
 - * performs finger actions as she sings words for the "Princess Pat" song 10/3/06
 - * strings beads on a piece of yarn forming a repeating patterns 11/14/06
 - * constructs 15 piece robot creatures and multiple room, multiple story space station using Legos 2/6/07
 - * writes her name and "I Love You" as she creates a card for her parents 2/13/07
 - Uses strength and control to perform simple tasks
 - * holds her paintbrush with the tripod grip and paints her name and her brother's name 1/16/07
 - * uses paper punch to punch random holes in a paper 1/16/07
 - * uses a scissors to cut paper shapes 1/13/07
- Child explores drawing and painting materials
 - * represents parts of a zinnia accurately using brush and tempera paints 11/6/06
 - * picks out paint colors to use on The Mitten story prop and brushes each color as she explores the kinds of patterns she can create on the cloth 1/9/07
 - * represents the scene in The Mitten storybook using recycled cardboard, Styrofoam, paper and sticks to create an outdoor scene with a three dimensional freestanding house and trees 1/31/07
 - * uses a pencil to write her name on 3 items She has an appropriate grasp and controls the size of her letters to match the size of the paper 1/30/07

Gross (Large) Motor Skills

Widely Held Expectations

- Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities

- * creates a cycle of climbing, going down the slide, and running to race with other children 9/8/06

- * weaves around other children swinging and riding tricycles to run and play safely 2/6/07

- * jumps up and down and then hops during creative movement activities 2/13/06

- * enthusiastically volunteers to run while playing the Duck, Duck, Goose Game with her Cricket Friends. She is able to control her starts and stops without bumping into friends. 2/13/07

- Child develops gross (large) motor skills

- Coordinates both hands to manipulate large objects

- * demonstrates abilities to throw and catch a large ball with accuracy 1/30/07

- * able to pass the food platters and dish up her portions at lunchtime without spills 1/30/07

- * able to carry her dishes, scrape her plate and return them to the cart after lunch 1/30/07

- * rolls snow into a large balls and lifts snowballs to stack them to create a snow man 2/27/07

- Continues to develop body flexibility and coordination

- * able to dance to the rhythm using arm and leg movements 1/30/07

- * able to coordinate arm and leg movements performing the Tooty Ta Dance. 2/6/07

- * able to walk the balance beam with ease 1/30/07

- * able to coordinate arms and legs to slide down the structure pole safely 2/6/07

- Uses indoor and outdoor gross (large) motor equipment safely and appropriately

- * carries and stacks large blocks to create a space ship for dramatic play space exploration 11/7/06

- * able to use musical conductor's wand, gestures and words to rhythmically direct peers and teachers in rhythm band and singing experiences 11/7/06

- * pushes to give rides to friends and teachers on large outdoor porch swing 9/26/06

- * uses her own legs to pump herself up on the swings 9/26/06

- * pulls her friends safely on the sleds 2/27/07

Examples to observe and document:

- Engages in gross (large) motor activities (marching, hopping, running, dancing, pulling wagons, pushing boxes, rolling, etc.)
- Engages in complex movements (climbing, going up and down steps, riding a tricycle, skipping, throwing, catching, bouncing a ball, etc.)
- Begins to identify body parts and words used in movement (eyes, arms, head, knees, etc.)
- Acknowledges and supports children's natural tendencies to move and be active throughout the day